
SPANISH ORAL PROFICIENCY PROPOSAL

The purpose of this proposal is to:

1. Institute an oral proficiency objective for SPAN/SPNT majors and minors based on the *American Council on the Teaching of Foreign Languages* (ACTFL) Oral Proficiency Guidelines¹
2. Measure students' performance with the *Oral Proficiency Interview* (OPI)
3. Provide students with resources for achieving the objectives.

OLD CLASS-SEAT TIME PATH TO ORAL PROFICIENCY:

Students could take *Advanced Conversation* (a 300-level class), which included points of grammar, conversation activities, and an oral presentation. Passing the class was supposed to indicate a certain mastery of oral proficiency somewhere at the intermediate or advanced level, depending on the grade. Class was not designed to be repeatable. This course has been replaced with SPAN 290 Intermediate Conversation Lab, which is designed to facilitate speaking practice, and may be repeatable until the proficiency objective is achieved.

In addition, SPNT students were required to take SPAN 481 *Spanish for Teachers*. This course was specifically designed to help students pass the oral portion of the subject content area exam for Teacher Certification.

PROPOSED ASSESSMENT PATH TO ORAL PROFICIENCY:

1. Require SPAN 301 *Advanced Communication* (intro to the majors and minor) for all majors and minors (now only required for SPAN majors and minors, not SPNT majors), and drop SPAN 481 *Oral Proficiency for Educators*.
2. Measure students' oral proficiency in SPAN 301 by administering the OPI.
 1. SPAN and SPNT majors must attain Advanced Mid rating
 2. SPAN minors must attain Intermediate Mid rating.
3. If students do not attain target rating, they would be advised to take either SPAN 290 *Intermediate Conversation Lab* or SPAN 390 *Advanced Conversation Lab*, depending on OPI rating in 301. Students who take either lab will retake the OPI at the end of the semester. Labs may be repeated until objective is attained.
4. SPAN and SPNT majors who do not already have an Advanced Mid rating prior to taking SPAN 499 *Senior Seminar* would be required to take it during that semester. A SPNT

¹ For further information on the guidelines, see ACTFL Oral Proficiency Guidelines 2012 at: https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

major who cannot attain Advanced Low on the OPI will likely *not* pass the oral portion of the subject content area test and would be advised against taking it.

5. If the OPI is taken in conjunction with a class or lab (SPAN 301, 290, 390, or 499), scores would be converted into a numerical value and transmitted to the registrar's office for inclusion in the student's transcript. If taken independently, it is up to the student to furnish the department with the official results of the OPI.

LIST OF ACTION ITEMS (APPROVAL CHARTS):

1. Change SPAN 290 *Intermediate Conversation Lab* from letter grade to P/F.
2. Add SPAN 390 *Advanced Conversation Lab*, modeled after SPAN 290.
3. Add SPAN 301 *Advanced Communication* to the SPNT major, and drop SPAN 481 *Oral Proficiency for Educators* from the catalog.
4. Drop SPAN 290 from SPAN major.
5. Drop SPAN 290 from SPAN minor.

CONVERSION CHART

The ACTFL developed the OPI based on the US Government's Interagency Language Roundtable (ILR) proficiency exam for foreign diplomats. The proposed scale would resemble the ILR's numeric scale, with the lower level precision of the ACTFL scale.²

ILR scale	ACTFL scale	ACU scale
0	Novice Low	0.1
	Novice Mid	0.2
0+	Novice High	0.3
1	Intermediate Low	1.1
	Intermediate Mid	1.2 (objective for SPAN minors)
1+	Intermediate High	1.3
2	Advanced Low	2.1 (NCATE and TX objective for FL teachers)
	Advanced Mid	2.2 (objective for SPAN and SPNT majors)
2+	Advanced High	2.3
3, 3+	Superior	3.0 (typical grad school exit expectations)
4, 4+	Distinguished	4.0 (upper limit of OPI rating)

² See Correspondence of proficiency scales at: <http://www-01.sil.org/lingualinks/LANGUAGELEARNING/MangngYrLngglrnngPrgrm/CorrespondenceOfProficiencySca.htm>

Analysis of OPI results for SPAN 301

33 students took SPAN 301 *Advanced Communication* during the fall and spring of AY 2016. Of those, 6 did not take the OPI (for various reasons), 10 were majors, and 17 were minors. Results for the 27 students are indicated to the left.

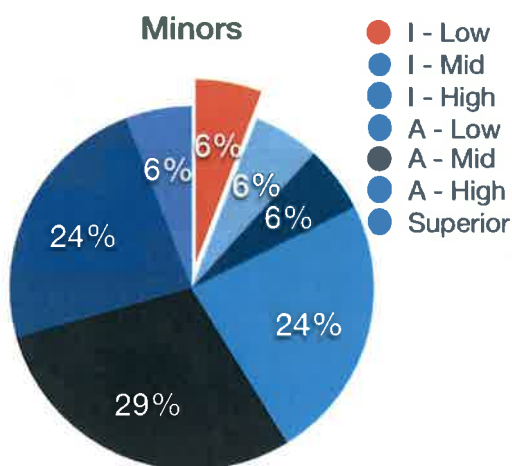
These show that **6% of minors** in SPAN 301 would be advised to continue practicing oral skills in order to meet our **Intermediate Mid** learning objective for the minor. By contrast, **70% of majors** would be advised to continue practicing oral skills in order to meet our **Advanced Mid** learning objective for the major.

Given the above, it appears that **SPAN 301 Advanced Communication will be an appropriate initial testing point for the OPI**. SPAN 301 is a prerequisite for practically all advanced coursework (the exception is SPAN 310 Spanish for Healthcare Professionals). Minors must complete four additional classes, while majors must complete 9 additional classes, including SPAN 499.

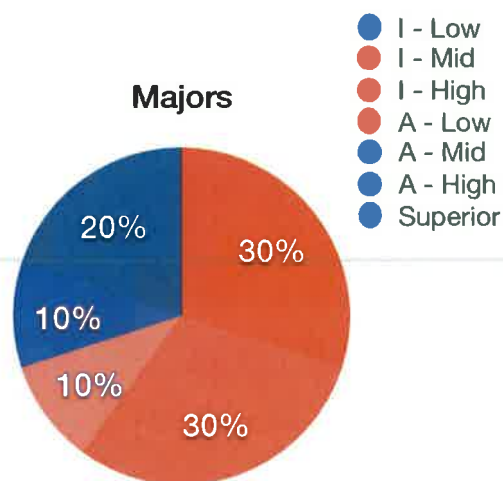
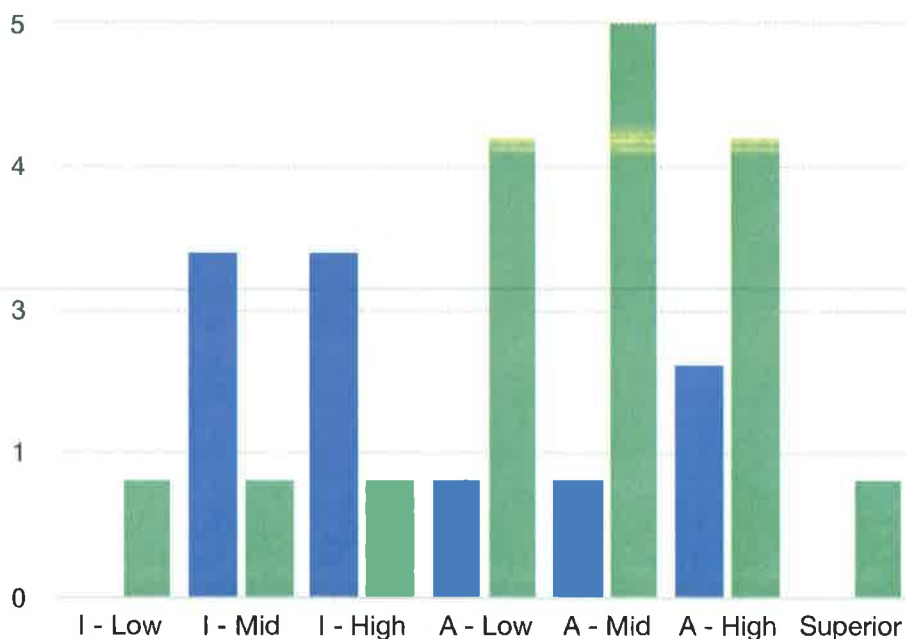
But in order to insure majors attain the Advanced Mid by graduation, it seems reasonable to place a **prerequisite of Intermediate High to take SPAN 499 Senior Seminar**. While Advanced Mid is our departmental goal for the majors (both SPAN and SPNT), NCATE and TExES only require the equivalent of Advanced Low for teacher certification. In our department this would be seen as deficient, but acceptable. Thus placing a prerequisite bar of Intermediate High gives students a smaller proficiency increase goal to accomplish in one semester.

SPAN 301 - Fall 2015/ Spring 2016

LEVELS	MAJORS - 10	MINORS - 17
I - Low	0	1
I - Mid	3	1
I - High	3	1
A - Low	1	4
A - Mid	1	5
A - High	2	4
Superior	0	1



Majors and Minors





ABILENE
CHRISTIAN
UNIVERSITY

SPAN 301: ADVANCED COMMUNICATION

SYLLABUS, FALL 2017

ABOUT THE UNIVERSITY

MISSION STATEMENTS

The mission of *Abilene Christian University* is to educate students for Christian service and leadership throughout the world.

The mission of the *College of Arts and Sciences* is to educate students for worldwide Christian service and leadership through programs of study and other learning experiences that blend a liberal arts education with professional and career education. The college offers a broad spectrum of programs in the arts, humanities, mathematics and social behavioral and natural sciences as well as professional and pre-professional programs. Every student at ACU regardless of major passes through the College of Arts and Sciences because most of the university's core curriculum is housed in the college.

The mission of the *Department of Language and Literature* is to empower students to fulfill the "throughout the world" element of the university's mission, preparing them to connect with the languages, cultures, and peoples of other nations.

ABOUT THE CHRISTIAN PERSPECTIVE FOR THE COURSE

From a Biblical perspective, the mere existence of different languages could be viewed as a curse from God. This is especially the view presented in the story of Babel (Genesis 11: 1-9): God created different languages to confuse the people as a punishment for their hubris. However, since the death and resurrection of Jesus Christ, what was once the result of sin was transformed into an instrument of redemption. On the day of Pentecost, through the Holy Spirit, the first apostles were able to bridge the curse of Babel –the curse of different languages– by preaching the Good News in the languages of the people assembled there (Acts 2: 1-11). Therefore, the study of another language –its syntax, grammar, punctuation, etc – is seen as participating in the redemptive work God initiated through His son Jesus Christ.

ABOUT THE COURSE

CATALOG DESCRIPTION

SPAN 301 **Advanced Communication** (3-0-3), fall. An introduction to the Spanish major and minor. Introduction of reading and writing skills that will be expected in all advanced courses. Introduction of cultural and literary concepts that will be further explored in all advanced courses. Introduction of the Spanish Portfolio. Prerequisite: SPAN 222 or equivalent through testing.

MEETING TIME AND PLACE

FLSP 301 Advanced Communication, 3 credits

Time: MWF, 2 - 2:50p

ABOUT THE STUDENT

This class is intended as a first advanced class for students pursuing a major or minor in Spanish.

ABOUT THE INSTRUCTOR

Instructor: Paul Roggendorff

Cell, Text 325-513-8690

Office: ADM 315B

Phone: 325-674-2494

Email: par08b@acu.edu

Office hours: MWF 9-11, or by appt

Please feel free to contact me if you have any difficulty with this course or with a specific assignment. Keep in mind that if you wait until the last minute, options for dealing with a problem may be limited. Coming to see either one of us ahead of time makes possible greater flexibility.

ABOUT OVERALL COURSE OUTCOME

Upon successful completion of this course, you will be able to:

use appropriate vocabulary and concepts to discuss culture;

use appropriate vocabulary and concepts to discuss literature critically;

perform deep readings of short stories, film and poetry;

demonstrate your progress through a learning portfolio;

demonstrate all aspects of Spanish language proficiency.

ABOUT THE CLASS FORMAT

This is primarily a lecture-based course. It will introduce concepts that will be further developed throughout the major and minor curriculum. The lecture will present basic information about the discipline as well as the way in which the major and minor is designed to help you further your language skills. You will also learn through practice how to share the linguistic, cultural and literary insights you discover through a variety of

modalities and media. The practice of these various skills will result in learning artifacts -such as term papers, essays, presentations and video presentations- that can be included in your student learning portfolio.

ABOUT THE COURSE LEARNING MATERIALS

Nueva gramática de la lengua española MANUAL. Real Academia Española, 2010.

ACTFL Oral Proficiency Interview Familiarization Manual. ACTFL, 2012. (Canvas, pdf)

NCSSFL-ACTFL Can-Do Statements: Performance Indicators for Language Learners. ACTFL, 2015. (Canvas, pdf)

Heyck, Denis Lynn Daly, and María Victoria González Pagani. *Tradición y Cambio: Lecturas sobre la cultura latinoamericana*. McGraw-Hill, 2005.

Virgilio, Carmelo, L. Teresa Valdivieso, and Edward H. Friedman. *Aproximaciones al estudio de la literatura hispánica*. 7th Ed. McGraw-Hill, 2012.

Recommended:

Ortografía básica de la lengua española. Real Academia Española, 2012.

Blackwell, Frieda, and Paul Larson. *Guía básica de la crítica literaria y el trabajo de investigación*. Cengage. 2007.

MLA Handbook for Writers of Research Papers, 8th Ed. MLA, 2016.

COURSE POLICIES

ABOUT THE GRADING CRITERIA

1. **Trabajos (30%)**. You will write or record three projects, paying special attention to the conventions of each type. Details and grading rubrics in Canvas.
2. **Exámenes (30%)** A mid-term and a final on class readings.
3. **Tarea (20%)**. You will do online homework activities in Canvas on the readings. Details and grading rubrics in Canvas.
4. **Participación (10%)**. This will be a subjective evaluation of your participation in the class.
5. **OPIc (5%)**. You will schedule an Oral Proficiency Interview (computerized) in the Testing Center, soon after midterms. If not completed prior to the end of the course, the final grade for the class will be an Incomplete. If not done by the end of the incomplete grace period, grade will automatically turn into an F. Grading scale:
 1. Intermediate high or above 5
 2. Intermediate mid 4
 3. Intermediate low 3
 4. Novice high 2
 5. Novice mid or below 1
6. **Portfolio (5%)**. You will create and start populating your Spanish Learning Portfolio, which you will keep through SPAN 499 Senior Seminar. The purpose is to record academic and non-academic experiences, and to serve as a repository of the best samples of your class-work. If not done by the end of the semester, the final grade for the class will be an Incomplete. If not done by the end of the grace period, grade will automatically turn into an F. See Canvas for more details on portfolio content.

GOLDEN RULE

We are a learning community. Do not engage in any behavior that will keep you—or the people around you—from learning. This includes checking Facebook and texting.

ATTENDANCE

Attendance in a foreign language class is extremely important because of the nature of what happens in the classroom. Because attendance is so important, you are only allowed 4 (four) unexcused absences in the semester. Use them wisely! Every subsequent absence will suffer a 4% deduction off your total average for the class. You are responsible for keeping up with your absences, which will be registered in Canvas as well.

LATE WORK

Late submissions of most assignments will be deducted 5% per day late. Late submissions of Final Project Checkpoints will not be reviewed. Late submissions of Final Projects will receive a 10% deduction per day.

USE OF ONLINE ELECTRONIC TRANSLATORS

Electronic and online translators have their use in a foreign language-learning environment, but should be treated as reference materials. It is appropriate to use electronic translators and dictionaries to look up words, for instance. But one should never write a term paper in English and translate it. The use of an electronic translator in this way completely defeats the purpose of advanced Spanish study and is considered plagiarism, as it is not your own work you are submitting. The purpose of the assignments is to practice thinking, speaking, and writing in Spanish, with the occasional use of translators and dictionaries, as needed. An assigned activity that reflects having been translated from English will be treated as plagiarism.

ADDITIONAL UNIVERSITY POLICIES

ACADEMIC INTEGRITY

Academic integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Violations of academic integrity and other forms of cheating involve the intention to deceive, mislead, or misrepresent and therefore, are a form of lying. Such actions are contrary to behavioral norms that flow from the nature of God. Academic misconduct includes, but is not limited to, the following: 1) Failure to give credit to sources used in a work in an attempt to present the work as one's own, 2) Submission of papers or projects obtained from another source (e.g., research service or club paper file) as one's own, and 3) Falsifying information orally or in writing. Academic misconduct may result in, but is not limited to, a zero on the assignment and/or an F in the course. Additionally, the department chair, Dean of the College of Arts and Sciences, and the Dean of Student Life will be notified. See the full university policy, including how to appeal a decision, by following this link:

<http://www.acu.edu/campusoffices/studentlife/judicialDocuments/AcademicIntegrityPolicy.pdf>

ACCOMMODATIONS FOR STUDENTS WITH SPECIAL NEEDS

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

HARASSMENT POLICY.

As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs or activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. For full university policy, follow this link: <http://www.acu.edu/campusoffices/studentlife/student-handbook.html#6>

ABOUT THE COURSE SCHEDULE

Semana	Temas y lecturas	tarea
Semana 1 – 4 Lengua	• Introducción: Lengua, Cultura y Literatura • ¿Qué es lenguaje? • El concepto de Lengua en la Biblia • La historia de la lingüística • Aspectos generales de la gramática española • Repaso y práctica de destrezas intermedias y avanzadas.	Lecturas de: • <i>¿Cómo andas?</i> • OPI Familiarization Manual • Can-Do Statements Exam on grammar
Semana 5 – 8 Cultura	• ¿Qué es cultura? • Grandes temas: • Clases sociales • Urbanización • Familia • Religión	Lecturas de Investigation paper due week 9 Schedule OPIc no later than week 6
Semana 9 - 15 Literatura	• ¿Qué es literatura? • Narrativa • Poesía • Drama • Ensayo	Lecturas de • <i>Aproximaciones</i> Explication due week 12 Video due week 15 Take OPIc no later than week 10
Final	Final exam on Culture and Literature readings.	